

# Unit Planning Guide: Grade 2- Unit 3 of 6

Unit Title: Informational Text: Reading for Inquiry and Writing a Report	Pacing (Duration of Unit): 8 weeks
Grade: 2	Buffer Day(s):2 days

## Desired Results

### Transfer Goals

*Students will be able to independently use their learning to:*

- Understand the power of words and images to transform lives and provide insight into the experiences of others and understanding of cultures and historical periods.
- Read and comprehend a range of increasingly complex texts and media written for various audiences and purposes
- Generate open ended questions and seek answers through critical analysis of text, media, interviews, and/or observations.
- Communicate ideas effectively in writing to suit a particular audience and purpose
- Communicate ideas effectively in discourse and oral presentations to suit various audiences and purposes
- Expand their vocabulary and knowledge of English conventions in order to learn and convey precise understandings of concepts
- Develop the habit of reading for enjoyment

### Established Goals (2011 MA Curriculum Frameworks Standards Incorporating the Common Core State Standards)

#### Standards (Priority Standards in bold):

- RI.2.1** Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- RI.2.2** Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
- RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
- RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
- RI.2.5** Know and use various text structures (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
- RI.2.6** Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
- RI.2.7** Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text).
- RI.2.8** Describe how reasons support specific points the author makes in a text
- RI.2.9** Compare and contrast the most important points presented by two texts on the same topic.
- RI.2.10** By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- SL.2.1** Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in

#### WiDA Standards (ELL)

- 
- 
- 
- 
- 

To be completed in collaboration with the ELL Department

<p><b>small and larger groups.</b></p> <p>SL.2.1c Ask for clarification and further explanation as needed about the topics and texts under discussion.</p> <p>SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p> <p>L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.2.3a Compare formal and informal uses of English.</p> <p>L.2.5 Demonstrate an understanding of word relationships and nuances in word meanings.</p> <p>L.2.5a Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy)</p> <p>L.2.5b Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).</p> <p>L.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).</p> <p><b>W.2.2 Write informational/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</b></p> <p>W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p><b>W.2.7 Participate in shared research and writing projects ( e.g., read a number of books on a single topic to produce a report; record science observations)</b></p> <p>W.2.8 Recall information from experiences or gather information from provided sources to answer a question.</p>	
---	--

Meaning (*Mostly assessed through Performance Tasks/Assessments)	
<p><b>Big Ideas:</b> (Statements and concepts written in teacher friendly language which reflect the important [but not obvious] generalizations we want students to be able to arrive at. These are used by the teacher to focus daily instruction.)</p> <ul style="list-style-type: none"> <li>• Readers read informational text in order to gain information about a topic.</li> <li>• Fiction and informational text are written for different purposes and organized differently; we therefore read them differently.</li> <li>• Authors organize text using various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to help readers to find answers to questions.</li> <li>• Readers ask questions when reading to clarify and elaborate understanding.</li> <li>• Discussing text with peers and teachers deepens comprehension and understanding.</li> <li>• Writing about reading enhances comprehension.</li> </ul>	<p><b>Essential Questions:</b> (Questions which frame ongoing and important inquiries about the big ideas. They are written for students and used in daily instruction to help engage students in meaningful thinking.)</p> <ul style="list-style-type: none"> <li>• Why and how do we read informational text?</li> <li>• Why do authors of informational text use text features?</li> <li>• How does asking questions help readers to understand text?</li> <li>• Why do readers talk about what they have read?</li> <li>• Why and how do readers write about what they have read?</li> </ul>

**Acquisition (\*Mostly assessed through traditional summative assessments)**

**Knowledge:** Key basic concepts, facts, and key terms (written in phrases) students should be able to recall independently.

*Students will know ...*

- Whether a book is fiction or informational by looking through it.
- Types of text features (captions, bold print, subheadings, glossaries, indexes, electronic menus, icons)
- Reasons for authors using text features
- Informational texts can be read in any order based on where information is located and a reader's purpose for reading.
- Organization of a report into a general statement(s) and key details.

**Academic Vocabulary**

Informational text  
Literary text  
Text structure  
Text feature  
    table of contents  
    headings  
    bold  
    italic  
    glossary  
details  
closure

**Skills:** The discrete skills and process students should be able to use independently (Bloom's Level of Learning should be noted in parentheses.)

*Students will be skilled at:*

- Determining if a book is informational by looking through it.
- Types of text features (captions, bold print, subheadings, glossaries, indexes, electronic menus, icons)
- Reasons for authors using text features.
- Informational text can be read in any order based on where information is located and a reader's purpose for reading.
- Organization of a report into a general statement(s) and key details.